

DOCUMENT RESUME

ED 303 722

SP 030 829

AUTHOR DeMoulin, Donald F.; Guyton, John W.
TITLE A Measure of Common Variables Associated with Career Stages as Perceived by Principals and Teachers: Validation of a Model for Career Development.
PUB DATE Nov 88
NOTE 24p.; Paper presented at the Annual Meeting of the Mid-South Education Research Association (Louisville, KY, November, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrator Attitudes; *Developmental Stages; Elementary Secondary Education; Factor Analysis; Program Validation; *Staff Development; *Teacher Attitudes; *Teacher Characteristics; Teacher Effectiveness; Teacher Improvement

ABSTRACT

This pilot study sought to establish validity of a teacher career development model based on results from previous research which had isolated a series of career stages and several characteristics of each stage. The model was constructed to identify characteristics associated with effective and ineffective transfer of knowledge from teacher to students. Perceptions of principals and teachers regarding 160 characteristics of teachers identified 4 distinct career stages: Provisional, Development, Transition, and Decelerating, each with associated characteristics which made logical sense and appeared to corroborate previous findings of research involving principals. Findings support the need for teacher renewal; the model suggests a framework for matching staff development activities to the classroom and the career stage of the teacher. The appendixes provides a proposed model for instructional development and the survey form listing the 160 teacher characteristics. (JD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED303422

A Measure of Common Variables Associated with Career Stages
as Perceived by Principals and Teachers: Validation
of a Model for Career Development

Authors:

Donald F. DeMoulin
Mississippi State University

and

John W. Guyton
Murray State University

A Paper Presented for the Mid-South Education Research
Annual Meeting at Louisville, Kentucky

November, 1988

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D. F. DeMoulin

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy

SP 030829

Purpose

The purpose of this pilot study was to establish validity of a career development model. Perceptions of principals and perceptions of teachers toward teaching characteristics associated with teachers performance in different stages of career development were investigated. A refinement of a three-stage professional growth model independently suggested by related research was effected.

Related Literature

Several authors have indicated that teachers experience specific stages of professional growth during their career (Glickman (1980), Lee (1983), Spivey (1976), and Watts (1980). Each of these individuals suggested three stages of professional growth experienced in the teaching profession. Although identified by different names, stages were associated with similar characteristics, but have not been confirmed through empirical research. Agreement as to the nature of these three stages served as a philosophical approach to career development.

The present research of DeMoulin and Guyton utilized an empirical approach to ascertain the number and nature of stages in career development. Preliminary analysis of principals' perceptions in a previous study isolated a series of career stages and several characteristics used as descriptors for each stage. The descriptors and career stages were compatible with a career development model (Appendix A). This model was constructed to identify characteristics associated with effective

and ineffective transfer of knowledge from teachers to students. The stages were identified as Provisional, Development, Transition, and Decelerating to correspond with descriptors in each stage established through Principal Component Factor Analysis.

An inference of Royer and Feldman (1984) was that one of the most basic qualities of teaching was the ability to transfer knowledge to the students. This technique had to be flexible and adaptable to specific needs.

Emphasis on research-based methods of teaching needed to be applied to staff development activities. Just as cognitive levels of students have been of major importance in the classroom teacher's lesson planning, career stages should be of equal concern in planning staff development activities. Once career stages have been identified through research, appropriate staff development activities that are most effective can be designed. A four-stage model of staff development activities would be customized to both the goals of the school system and the development stage of the individual teacher.

This approach was designed to identify common characteristics, needs, and interests relative to a teacher's stage of career development. Staff development must be intricately designed to provide the best possible program to increase teaching effectiveness. Small or large groups of teachers with common needs and interests would be administered appropriate staff development activities, thus individualizing staff

development around career stages.

The need for teacher renewal activities that enhanced the quality of teaching was hardly unknown. Past research has suggested the importance of tailoring staff development activities to the needs and interests of teachers (DeMoulin (1988), Doyle (1977), Fuller (1969), Hunter (1988), and Sistrunk (1987). These activities must be identified to advance the goals of the district and set the stage to encourage faculty involvement. If staff development activities were not related to the classroom and career stage of the teacher, the effect of such activities were minimal.

In order to fully individualize staff development, teaching characteristics and career development must be investigated to identify effective and ineffective teaching methodology. The most extensive study to date was conducted by David Ryans. In his analysis, Ryans (1960) suggested that teachers improved their level of effectiveness, reaching a plateau until age 50. At this point a relatively quick drop in teaching effectiveness was observed.

This approach may have been appropriate during the time of the study; however, changing times and technologies have added more pressures to the classroom teacher than were previously felt three decades ago. It has been considered that added pressures in the schools' environment has left the teachers vulnerable to increased stress. The dynamics of our society and increased public demands have resulted in adverse classroom and school

conditions. These conditions have led to increased emotional and physical disabilities among teachers.

To address these concerns, a further refinement of Ryans' theory was developed. DeMoulin and Guyton (1987) suggested that teachers expanded their level of effectiveness to a culmination point independent of age; then, barring any rejuvenation practices, declined to a level of ineffectiveness. Further, this decline often happened before age 50 and possibly much earlier in most teachers' career. One or a combination of the following reasons were responsible:

1. Negative experience(s) during the first few years;
2. Incorrectly choosing teaching as a career, thus affecting motivation and job satisfaction;
3. Extreme burnout caused by prolonged stress inside and/or outside the educational environment.

Treatment of Data

Factor analysis was the statistical technique used to analyze the number and nature of stages and descriptors. The 160 items were subjected to Principal Component Factor Analysis to determine significant number and nature of variables in the separate career stages. The Statistical Package for Social Science (SPSS) program handled a maximum of 100 items. The instrument of 160 items was split into two parts and two separate Principal Component Analyses were ran. As prescribed by Cooley and Lohnes (1971), judgments were made for the clustered items to

be retained in each factor. Such judgments were based on rotated loadings of at least .30 in strength. Items loading to .30 were subjected to orthogonal rotation to produce a factor matrix.

Data to answer the impact of variables between and within groups in this study was subjected to Factorial Analysis of Variance. Item means of principals and teachers were analyzed to find if significant differences in mean perceptions between and within each factor existed. Factorial Analysis of Variance would also determine the presence of any significant interaction of variables.

Results

The data were analyzed to determine if principals and teachers identified common stages of career development and teaching characteristics used as descriptors for each stage. In the preliminary analysis, approximately seven factors and items loading to each of these factors were investigated. Items of each of the two separate analysis which loaded as much as .30 were isolated and identified with in the first seven factors. This analysis yielded factored items which were combined into a new Principal Component Factor Analysis under orthogonal rotation. The number of factors was restricted first to five factors then to four to secure optimum loading. The analysis with four factors appeared to load satisfactory, and the variables contributing to each of the factors described clusters that made logical sense in terms of the career model

being investigated. Data being reported in this analysis was based on the four factors derived from orthogonal rotation.

After these factors were identified and described, a frequency analysis was done for each of the items within each set of factored variables. This analysis was to determine the level of career development to which the subjects had indicated the variable to be. The mode was then determined for the frequency levels, i. e., if the subject felt that a particular item characterized a beginning teacher, a scale was characterized by the number "1".

The reduction to four factors produced preliminary clusters that described certain levels of career development, but appeared not to be sequential according to the proposed model. An average of the modal measurements for each stage produced career levels that were sequential in nature and logically described an association for distinct separation of stages. From this procedure the derived factors were associated with the career development model.

Forty-five percent of the original 160 items were able to be factored by the principals in a previous study. Teachers were able to factor an additional 13 percent. Consequently, thirty-seven percent of the original items were not able to be factored by principals or teachers.

According to the DeMoulin and Guyton four-stage career development theory, each stage, Provisional, Development,

Transition, and Decelerating, represented effective and ineffective methods of transferring knowledge from teachers to students. Stages were logically identified and named according to descriptors of content characteristics.

Provisional and Development stages represented effective methods of transferring knowledge, hence teachers appeared to identify more with these characteristics. Conversely, Transition and Decelerating Stages represented increasingly ineffective methods of transferring knowledge, hence principals appeared to be able to identify more with the ineffective characteristics of teachers.

It appeared that principals were accustomed to evaluative practices and therefore were more familiar with identifying ineffective characteristics of teacher performance that may need attention. This overall analysis appeared to corroborate traditional role of teachers and principals.

Although items factored separately by principal and teacher perceptions were of relative importance, the major concern of this study was to identify common items of in stage development. Principals and teachers were able to commonly identify 26.8 percent of the items.

Tables 1 - 4 represent common descriptors of teaching characteristics as perceived by principals and teachers. Overall means and standard deviations are also provided in these tables. (Item descriptors are identified in Appendix B)

Table 1

Common Descriptors to Factor 1

Item Descriptors	Mean Scores		Standard Deviation	
	Principals	Teachers	Principals	Teachers
3	1.291	1.268	.651	.918
20	1.641	1.445	.592	1.131
30	2.505	3.525	1.737	1.103
32	1.893	1.680	.938	.842
45	2.330	2.882	.797	1.576
46	2.165	1.742	.830	.492
91	1.601	2.661	.507	1.417
107	2.340	2.290	1.176	1.818
110	2.039	2.227	.989	.916
137	1.738	1.354	1.365	.783
147	1.748	1.921	.458	1.220
150	2.340	2.766	.996	1.068

Table 2
Common Descriptors to Factor 2

Item Descriptor	Mean Scores		Standard Deviation	
	Principals	Teachers	Principals	Teachers
1	2.476	3.415	.861	.747
23	2.184	2.816	.837	.751
39	2.524	2.852	.739	.625
40	2.165	2.142	.830	.792
57	2.777	2.765	1.176	.759
62	2.602	2.585	.953	1.121
70	2.738	2.854	.840	1.139
73	2.495	2.503	.884	.683
117	2.903	3.246	.716	1.326
120	2.670	2.439	.833	.719
121	2.604	2.801	.812	1.463
127	2.495	2.964	1.010	.888
136	2.709	2.810	1.106	1.121
157	2.816	2.920	.947	.716

Table 3
Common Descriptors to Factor 3

Item Descriptor	Mean Scores		Standard Deviation	
	Principals	Teachers	Principals	Teachers
17	2.417	4.317	1.418	1.774
26	4.126	2.117	.637	1.654
27	4.223	4.084	.980	1.823
43	3.039	2.995	1.468	.668
51	4.019	3.060	.700	1.639
75	4.427	4.854	.914	.856
116	2.903	3.418	1.801	.925
149	3.728	4.106	1.270	1.437

Table 4
Common Descriptors to Factor 4

Item Descriptor	Mean Scores		Standard Deviation	
	Principals	Teachers	Principals	Teachers
2	4.223	3.213	1.865	1.789
34	4.350	4.939	.782	2.760
37	4.330	4.667	1.581	.569
49	4.117	4.317	.582	1.488
77	4.311	3.916	1.146	1.911
93	4.010	4.927	1.048	2.146
125	3.903	3.108	1.419	1.966
142	3.998	3.754	.859	1.204
146	3.942	4.822	1.588	1.418

Analysis of Tables 1 - 4 indicated a larger number of items were commonly factored for the Provisional and Development stages when compared to common items factored for the Transition and Decelerating stages. This analysis appeared to follow traditional "accentuate the positive" viewpoints in education. Data suggested that principal and teachers were able to factor a greater number of characteristics representing effective teaching when compared to the number of characteristics representing ineffective teaching. Further, principals and teachers appeared to demonstrate a relationship of teaching characteristics to career development. The common identification of four factors were represented by common descriptors within each stage that made logical sense.

Factorial Analysis of Variance was utilized as the statistical technique to identify significant differences within each factor, between factors, and the presence of any significant interaction. A .05 confidence level was used for testing statistical significance associated with these analyses. Results of the Factorial Analysis of Variance are reported in Table 5.

The Homogeneity of Variance assumption appeared to be violated so a non-parametric Rank-Order procedure was utilized for comparison. Results are presented in Table 6.

Both the parametric and non-parametric procedures of statistical analysis produced compatible results in the final analysis. Therefore, the final results of Factorial Analysis of Variance were not affected by Homogeneity of Variance.

Table 5

Parametric Analysis of Between and Within Factors

Source	SS	df	MS	F-ratio
Between Factors (A)	54.351	3	18.117	63.223 *
Within Factors (B)	0.359	1	0.359	1.252
A x B	0.137	3	0.046	$F < 1$
Residual	22.352	78	0.287	

* $P \leq .05$

Table 6

Non-Parametric Analysis of Between and Within Factors

Source	SS	df	MS	F-ratio
Between Factors (A)	36,722.784	3	12,240.928	62.098 *
Within Factors (B)	562.791	1	562.791	2.855
A x B	332.952	3	110.984	$F < 1$
Residual	15,375.474	78	197.121	

* $P \leq .05$

Item means for principals and teachers between and within factors were analyzed for significant relationships. Analysis indicated significant F-ratios ($F = 63.223$ for parametric and $F = 62.098$ for non-parametric) between factors at the .05 level of confidence. Further analysis indicated no significant F-ratios ($F = 1.252$ for parametric and $F = 2.855$ for non-parametric) for within factor analysis. Finally, no significant F-ratios ($F < 1$ for both parametric and non-parametric) was observed for the presence of any interaction of variables at the .05 level of significance.

As a means of differentiating between factor differences, a Scheffe' Post-Hoc test was performed. Table 7 shows a summary of contrasts tested by the Scheffe' test.

Table 7
Summary of Scheffe' Contrasts for Between Factor Comparison

Source	df	MS	F-ratio
Contrast 1	1	5.195	18.645 *
Contrast 2	1	23.391	83.949 *
Contrast 3	1	45.499	163.296 *
Contrast 4	1	8.748	31.395 *
Contrast 5	1	23.650	84.879 *
Contrast 6	1	2.491	8.940 *
Residual	79	0.279	

* $P \leq .05$

A significant difference was noticed between each contrast. This analysis appears to indicate that each of the four factors as identified by principals and teachers were independent of one another and suggests four distinct and separate stages of career development.

Discussion

The results obtained by applying Principal Component Factor Analysis to the original 160 items and Factorial Analysis of Variance to the means between and within each factor revealed the following information:

1. Four distinct and separate factors and common items appeared to be identified by principal and teacher perceptions;
2. A comparison of means of principals and teachers revealed a significant difference in mean perceptions of item descriptors between each factor. Analysis indicated independency of factors;
3. A comparison of item means of principal and teacher perceptions revealed a non-significant difference within each factor. Analysis indicated the descriptors were correctly located in factors and corroborated the Factor Analysis loading.

An overall analysis suggested that principals and teachers in this pilot study were able to commonly identify four distinct stages of career development. Item descriptors within each stage appeared to support common stage identification as suggested by non-significant differences and absence of any significant interaction. Further, a significant difference between factors

supported by the Scheffe' Post-Hoc test indicated independency of factors and supported the identification of four factors derived from Principal Component Factor Analysis.

The findings of this pilot study indicated that principals and teachers in the Mid-South Education Service Region appeared to identify four independent stages of career development. Common teaching characteristics that loaded to each factor appeared to describe sequential stage development that made logical sense, and appeared to corroborate previous findings with principals.

The impact of the statistical procedures isolated a previously unidentified fourth stage of career development. This stage, identified as "Transition" from stage descriptors, indicated further refinement of stage characteristics imperative to effectively individualize staff development programs.

Results of the pilot study appeared to justify the following conclusions concerning the impact of the statistical analyses:

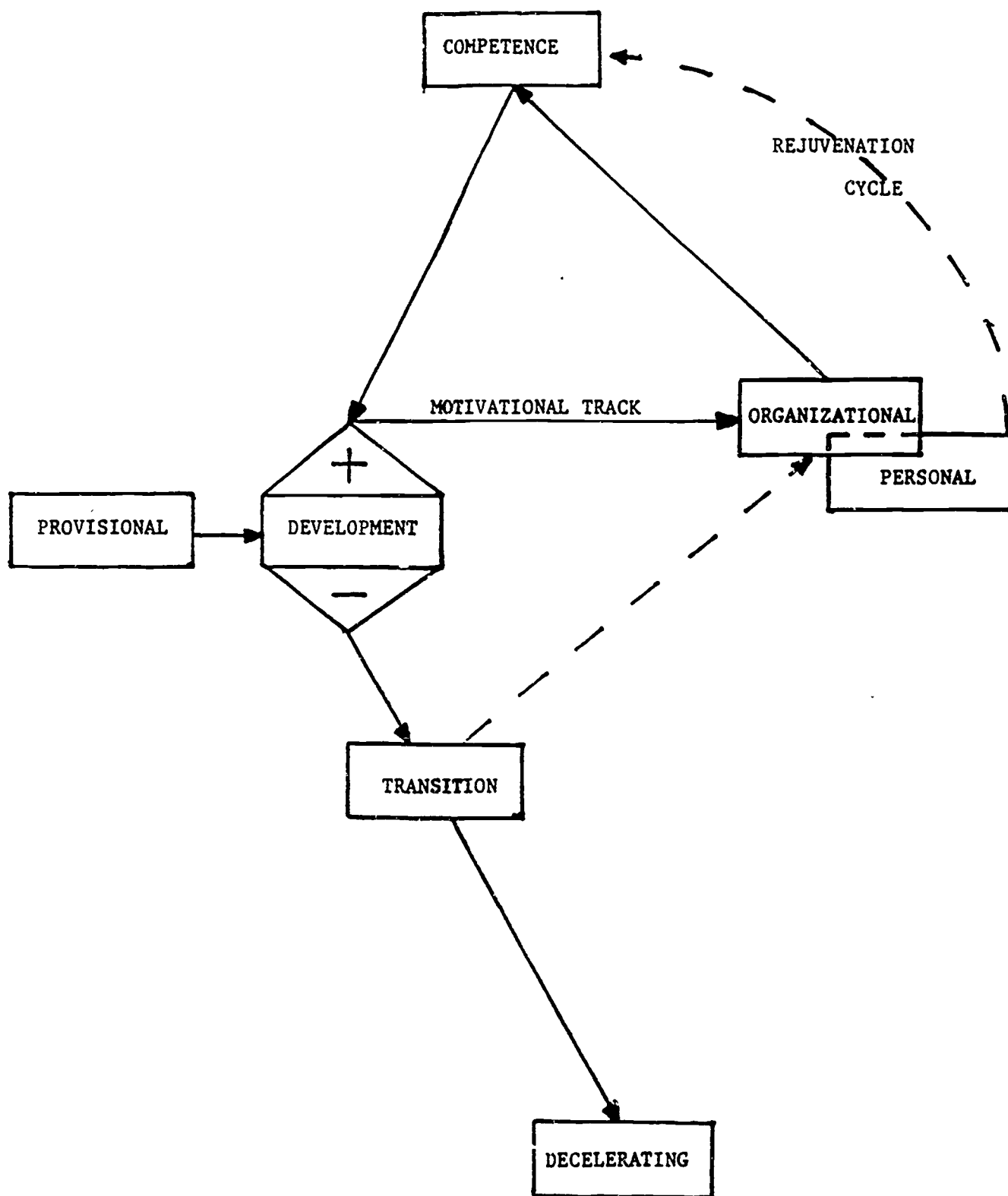
1. Although principals and teachers were able to factor four independent stages and descriptors, more characteristics of effective teaching were commonly identified when compared to characteristics of ineffective teaching;
2. Through empirical research, apparent agreement of four independent stages and descriptors of logical expression increased the probability for a fourth stage of career development and indicated added validity to DeMoulin and Guyton's four-stage career development theory.

References

- Cooley, W. W., and Lohnes, P. R. (1991). Multivariate data analysis. New York: John Wiley and Sons.
- DeMoulin, D. F. (1988). Staff development and teacher effectiveness: administrative concerns. Focus, 8, 21-24.
- , and Guyton, J. W., (1987). Phase II examination of principals' perceptions in identifying instructional stages associated with teacher output. (Unpublished paper presented at the annual meeting of the mid-south education research association).
- Doyle, W. (1977). The practical ethic and teacher decision-making. Interchange, 48, 1-12.
- Fuller, F. F. (1969). Concerns of teachers: a developmental conceptualization. American Educational Research Journal, 6, 207-226.
- Glickman, C. D. (1980). The developmental approach to supervision. Educational Leadership, 188-190.
- Hunter, M. (1988). Staff meeting that produces staff development. Principal, 67, 44-45.
- Lee, J. F., and Pruitt, K. W. (1983). Staff development: an individualized developmental model. Record, 51-54.
- Royer, J., and Feldman, R. (1984). Educational psychology: application and theory. New York: Alfred A. Knoff, 106-115.
- Ryans, D. G. (1960). Characteristics of teachers: their description, comparison, and appraisal. Washington D. C.: American Council on Education.
- Sistrunk, W. (1987). Toward a more effective evaluation of career professional personnel: into the 1990's and beyond. Focus, 7, 7-10.
- Spivey, J. R. (1976). A conceptual model of teacher development. Record, 40-47.
- Watts, H. (1980). Starting out, moving on, running ahead. (Teachers' Center Exchange Occasional Paper, 8, 3-51).

Appendix A

Proposed Model For Instructional Development



APPENDIX B (cont.)

STAGES

A - 1st YEAR TEACHER	D - 20TH YEAR TEACHER
B - 5TH YEAR TEACHER	E - 30TH YEAR TEACHER
C - 10TH YEAR TEACHER	

CHARACTERISTICS

- _____ 1. problem-solving techniques in classroom
- _____ 2. does not challenge student ability
- _____ 3. energetic
- _____ 4. eager
- _____ 5. effective classroom management practices
- _____ 6. less instructional creativity
- _____ 7. few motivational factors for job completion
- _____ 8. no vision development
- _____ 9. ignorant to change in educational issues
- _____ 10. association with a new profession
- _____ 11. trying to prove worthiness as an educator
- _____ 12. focussing and expanding a chosen method of instruction
- _____ 13. few personal development practices
- _____ 14. no teacher/learner design
- _____ 15. lack of classroom communication
- _____ 16. little professional interest
- _____ 17. focussing on immediate goals
- _____ 18. generic educational offering
- _____ 19. high teacher self-efficacy
- _____ 20. confidence in teaching ability
- _____ 21. use of trial and error to find the best instructional method
- _____ 22. creative in utilizing appropriate classroom management techniques
- _____ 23. self-motivation
- _____ 24. personal satisfaction
- _____ 25. ability to interpret and apply long- and short-term organizational goals to student success
- _____ 26. decline in job satisfaction
- _____ 27. little subject matter development
- _____ 28. survival mode in living from paycheck to paycheck
- _____ 29. robotic instruction involving a day to day function in a limited dimension
- _____ 30. continually updating materials and methods
- _____ 31. nervous of unfamiliar, structured environment
- _____ 32. demonstrates the ability to accept constructive criticism for professional development
- _____ 33. time monitor in becoming an 8:00 to 3:30 person
- _____ 34. classroom material unchanged from year to year
- _____ 35. lack of descriptive content in lectures
- _____ 36. decrease in criteria development
- _____ 37. gives little time before or after school
- _____ 38. "volunteer syndrome"
- _____ 39. organized in the use of efficient time-management skills

APPENDIX B (cont.)

STAGES

A - 1ST YEAR TEACHER	D - 20TH YEAR TEACHER
B - 5TH YEAR TEACHER	E - 30TH YEAR TEACHER
C - 10TH YEAR TEACHER	

CHARACTERISTICS (cont.)

- _____ 40. personal direction
- _____ 41. repetitious style of instructional delivery
- _____ 42. decline in instructional enthusiasm
- _____ 43. little emphasis on class projects, activities, or programs
- _____ 44. minimal measure of student output
- _____ 45. personal improvement
- _____ 46. job satisfaction
- _____ 47. decrease in subject matter content
- _____ 48. a watered-down instructional offering
- _____ 49. decline in self-improvement practices
- _____ 50. emotional instability
- _____ 51. less motivation
- _____ 52. routine instructional practices
- _____ 53. decrease in the evaluation of students' progress
- _____ 54. personal self-efficacy evaluation
- _____ 55. unfamiliar with professional expectations
- _____ 56. effective self-renewal practices
- _____ 57. teacher effectiveness in classroom
- _____ 58. businesslike classroom behavior
- _____ 59. constant student achievement
- _____ 60. poor attitude towards student success
- _____ 61. learning-centered environment
- _____ 62. conscientious of effectiveness
- _____ 63. self-enhancing practices
- _____ 64. student-centered environment
- _____ 65. responsible for own actions
- _____ 66. emotional adjustment
- _____ 67. stimulating classroom structure
- _____ 68. authoritarian classroom behavior
- _____ 69. respectful to students' opinions
- _____ 70. effective self-evaluation skills
- _____ 71. dominant figure
- _____ 72. democratic classroom behavior
- _____ 73. favorable attitude towards students
- _____ 74. discipline oriented
- _____ 75. non-participant in staff development practices
- _____ 76. emphasis on group-centered learning
- _____ 77. high absenteeism
- _____ 78. separation from administration
- _____ 79. large state university graduate

APPENDIX B (cont.)

STAGES

A - 1ST YEAR TEACHER	D - 20TH YEAR TEACHER
B - 5TH YEAR TEACHER	E - 30TH YEAR TEACHER
C - 10TH YEAR TEACHER	

CHARACTERISTICS (cont.)

- _____ 80. imaginative classroom behavior
- _____ 81. advanced college credits
- _____ 82. professional awareness
- _____ 83. low self-esteem
- _____ 84. private university graduate
- _____ 85. outside interests
- _____ 86. introvert
- _____ 87. small state university graduate
- _____ 88. professional affiliations
- _____ 89. traditional educational viewpoints
- _____ 90. community involvement
- _____ 91. lack of emphasis on methodology
- _____ 92. liberal arts graduate
- _____ 93. negative attitude towards students
- _____ 94. progressive
- _____ 95. state college graduate
- _____ 96. egocentric
- _____ 97. aggressive behavior
- _____ 98. overt behaviors
- _____ 99. restricted teacher behavior
- _____ 100. high assessment of ability
- _____ 101. ineffective classroom atmosphere
- _____ 102. independent
- _____ 103. frequently absent
- _____ 104. subject-matter preparation
- _____ 105. disruptive classroom environment
- _____ 106. low organizational interest
- _____ 107. little outside activity
- _____ 108. friendly, outgoing
- _____ 109. low assessment of ability
- _____ 110. high attendance rate
- _____ 111. impartial in decision making
- _____ 112. consistent assessment in classroom observations
- _____ 113. low levels in understanding child psychology
- _____ 114. develops school classwork around 'out of school' activities
- _____ 115. strong, personal ambition
- _____ 116. fails to maintain a systematic and orderly approach to work
- _____ 117. teacher/student learning relationship
- _____ 118. deductive approach to education
- _____ 119. uniformly low assessments in classroom observations

APPENDIX B (cont.)

STAGES

A - 1ST YEAR TEACHER	D - 20TH YEAR TEACHER
B - 5TH YEAR TEACHER	E - 30TH YEAR TEACHER
C - 10TH YEAR TEACHER	

CHARACTERISTICS (cont.)

- 120. allows student/student learning relationships
- 121. individual initiative
- 122. does not associate with change
- 123. unmarried
- 124. low emotional adjustment
- 125. values exactness in classroom operations
- 126. greater preference for non-directive classroom procedures
- 127. interested in student development
- 128. displays arrogance in job performance
- 129. happily married
- 130. more objective in decision making
- 131. lack of cooperation
- 132. stereotyped approach
- 133. incorrect English usage
- 134. inferior classroom reasoning
- 135. highly structured
- 136. promotes self-control
- 137. inconsistent classroom management practices
- 138. satisfaction of immediate goals
- 139. positive reinforcement of student's progress
- 140. armchair teaching tactics
- 141. generalized instructional offering
- 142. highly stressed
- 143. direct observation and assessment of ongoing student behavior
- 144. pessimistic of educational changes
- 145. unable to accept responsibility
- 146. burnout symptoms
- 147. unprepared for classroom activities
- 148. refusal to accept constructive criticism
- 149. unsympathetic with a pupil's failure at a task
- 150. approachable to all pupils and peers
- 151. negative reinforcement of students' progress
- 152. dominating presence
- 153. rational and analytical approach
- 154. loss of self-control skills
- 155. master's degree or higher
- 156. correct grammar usage
- 157. promotes good character
- 158. sincere
- 159. lack of effort in job completion
- 160. inductive approach to education